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ABSTRACT

This booklet lists definitions of terms pertaining to competency-based teacher education for the purpose of decreasing the problem of a common understanding of a useful vocabulary in this area of education. Each term has one or more definitions in order to point out variations, points of conflict, and similarities in usage. The majority of definitions are taken from current publications such as "Competency-Based Education: The State of the Scene," by Allen Schmieder; "A Guide to Competency-Based Teacher Education," by Wilford A. Weber et al.; "A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs," by Robert Arends et al.; and "Competency-Based Teacher Education: Progress, Problems, and Prospects," by Robert B. Howsam and W. Robert Houston. A 30-item bibliography is included. (PD)

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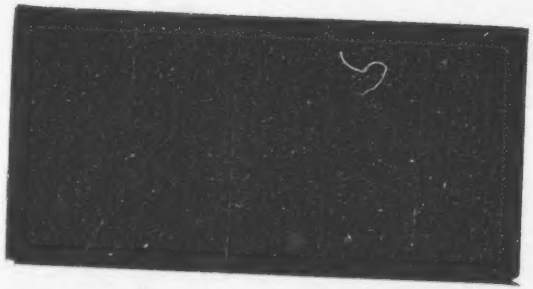
# TEACHER EDUCATION DEVELOPMENTAL SERVICE



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# GLOSSARY OF TERMS -----

# Competence-Based Teacher Education

3/74

# INTRODUCTION

It is always frustrating to expend energies developing a product one knows will be obsolete before it reaches production. That seems to be an adequate description of the task at hand.

Competency-based teacher education (do you prefer performance-based teacher education? why?) is at a highly volatile level of development. Descriptions of programs appear daily. Conceptual statements appear weekly (or should it be weakly?). The knowledgeable are sometimes regarded as a cult, and the beginners appear bewildered. One is not casually against competency-based; one is dramatically, impassionately against it.

All of this is to say that while a great deal of research and theorizing is occuring and a number of carefully designed programs are becoming operative, we have a problem. Part of that problem is one of common understanding, of a useful vocabulary, of clear language while avoiding jargon. This small volume attempts to assist in decreasing the intensity of that problem.

Most of the words and terms used in describing or working with competency-based teacher education are listed (We hope all the words and terms are included, but who knows what was published this morning). No attempt is made to support one definition over another. Rather one should be able to see some of the variations and points of conflict and of similarity.

Many people were involved in the reading, listing and discussions reflected in this volume. The major effort and most of the work is that of Judy Adrezin, Resource Consultant.

We of the Teacher Education Developmental Service, State University of New York at Albany, hope our colleagues find the volume useful.

John A. Ether
Director

AACTE

American Association of Colleges for Teacher Education Committee on Performance Based Teacher Education (Karl Massanari, Associate Director, AACTE, Director, PBTE Project, One Dupont Circle, Suite 610, Washington, D.C.)

Focus on training personnel regarding performance based teacher education through developing and disseminating publications, sponsoring conferences and workshops, maintaining a PBTE clearinghouse and disseminating information about PBTE. The Committee has broad and diverse representation from colleges and universities, teacher organizations, state departments of education, student groups, and liason representatives from other organizations.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.51

ACCOUNTABILITY

...as applied to education, has generally been taken to mean that the public schools and the professional educators who operate them should be held responsible for educational outcomes for what children learn.

Wilford Weber, et al. A Guide to Competency-Based Teacher Education. p.12

The responsibility of educators at all levels to account in measurable terms for the effectiveness of their programs - especially in terms of outcomes. The concept is central to the educational reform movement and has evolved in part from systematic efforts to relate educational procedures to educational results at all levels. Accountability of the United States Office of Education and its various bureaus and national centers is measured in terms of (1) the quality of their response to national priorities and to the school/community site and (2) improvement achieved in the performance of educational personnel and their students.

Allen Schmieder. Competency Based Education: The State of the Scene. p.49

Accountability in education is to be responsible for, able to explain or prove that learning has taken place.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. Edited by Richard W. Burns and Joe Lane Kingsbell. p.46

ACCOUNTABILITY MODEL

A model of evaluation used by certain programs in the United States Office of Education, which emphasizes the following twelve factors as essential organizing ingredients to assure the possibility of effecting accountability in any given programs:

1. Community Involvement: participation of community leaders and organizations in educational program activity to facilitate better use of community resources, community understanding of program objectives and procedures, and delegation of program responsibilities to appropriate community clients, services, and support groups.

2. Technical Assistance: the provision of expertise and resources in program (project) planning, operation, and evaluation by drawing upon outside resources such as the community, business, and industrial, labor, educational, scientific, artistic, social/welfare, and governmental agencies.

3. Needs Assessment: the systematic identification of target-group and situational factors essential to planning a relevant program of action.

4. Change Strategies: strategies for producing appropriate systematic change in the educational enterprise in order to improve it.

5. Project or Program Management Systems: the adaptation of the systems approach to education and its management through such techniques as "management by objectives", PPBS, and PERT.

6. Performance Objectives: the specification of objectives in terms of specific behaviors to be attained by the learners or teachers and the measures and means for assessing the degree of accomplishment of these predetermined standards.

7. Performance Budgeting: the allocation of fiscal resources in accordance with program (project) objectives to be realized, rather than by functions to be supported.

8. Performance Contracting: attempts to assure the effectiveness of a program through contracts where compensation to the contractor is contingent upon the achievement of specified performance objectives.

9. Staff Development: the design and conduct of appropriate training and other activities needed by a staff in order for it to accomplish its mission.

10. Comprehensive Evaluation: the continuous assessment and evaluation of program (project) operational and management processes and resultant products.

11. Program Auditing: a performance control system based upon external reviews conducted by qualified outside experts designed to verify the results of the evaluation of an educational program (project) and to assess the appropriateness of its evaluation procedures.

Allen Schmieder. Competency-Based Education: The State of the Scene. pp.49-50

ACTION STEPS — Specific goal-oriented activities, usually pre-determined as part of a systematic, comprehensive plan developed to accomplish a particular mission. The scope and timing of each action step is estimated as closely as possible in the comprehensive plan.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.50

AFFECTIVE OBJECTIVES

Objectives designed to reinforce or change human attitudes central to behavior in educational activities (values and feelings, appreciations, interests, etc., toward ideas, persons, or events). It is important to note that affective objectives are usually cognitions about effective events.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.61

...deal with the realm of attitudes, values, beliefs, and relationships.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. Edited by W. Robert Houston and Robert B. Howsam. p.7

ALTERNATIVE LEARNING STRATEGIES

Alternative routes or programs for achieving a given set of expected outcomes in contrast to the common practice in American education of presenting single strategies or approaches to the achievement of curriculum objectives. Competency-based education programs place high emphasis on the development and accommodation of a variety of alternative learning strategies within a single unit or curriculum.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.50

BEHAVIORAL OBJECTIVES

a. Statements of educational goals (general or precise) in terms of the observable behavior of the learner as a measure of achievement. Usually, behavioral objectives are expressed in a three-part format: (1) descriptive statement of the goal, (2) the conditions under which the goal is to be reached, and (3) the level of mastery expected.

b. Objectives designed to reinforce or change specific behaviors in order to improve an individual's contribution to the educational activities in which he is involved. The increased use of such objectives has resulted in considerable controversy. Those who support behavioral objectives maintain that educators generally behave in ways that do not strengthen the educational process and need to "change their ways" if any

improvement is to take place in the system; others feel that attempts to influence behavior represents inhuman "control" devices and are contrary to the basic nature of the education process. In addition, some hold that not all objectives can be stated in behavioral terms, e.g., the objectives of an instructional seminar.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.62

Objectives are descriptions, in behavioral terms, of what the learner is to be able to do at the end of any instructional period.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" in Competency-Based Education: An Introduction. Edited by Richard W. Burns and Joe Lars Klingstedt. p.42

CBE

(see COMPETENCY-BASED EDUCATION)

CLOSED OBJECTIVES

A specific behavior called for in a TBO [terminal behavioral objective] specifies the same (exact) behavior of each learner. In general, closed objectives do not allow for originality or variation in response; for some objectives, this would be proper.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. p.45

COGNITIVE OBJECTIVES

Educational objectives which specify behaviors of the learner relating to perceiving, understanding, processing, or using of knowledge. These objectives together with affective, performance, and product objectives, form the basis for competency-based educational programming.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.62

...specify knowledge and intellectual abilities or skills that are to be demonstrated by the learner.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.6

COMPETENCE

...adequacy for the task.

Wilford A. Weber, et al. A Guide to Competency-Based Teacher Education. p.15

...the realization of publicly specified criteria for classes of learning outcomes found to be appropriate to teacher preparation, i.e., knowledge, skills (performance), and products.

J. Bruce Burke. "Curriculum Design" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.48

1. sufficient means for one's needs or for a more comfortable existence. 2. ability, skill; fitness.

Webster's New World Dictionary of the American Language: College Edition. p.298

COMPETENCIES

...are labels given to results of a comparison of a particular performance state of a process with a static performance standard or behavioral criterion. Competencies are inferences, then, and each competency is only inferentially related to the learning process from which the static comparison is derived.

Ronald V. Kidd and Luiz F.S. Natalicio. "Competency-Based Learning: An Analysis of Polyadic Interaction." as in Competency-Based Education: An Introduction. p.33

COMPETENCY

...indicates an emphasis on the "ability to do".

Wilford A. Weber. A Guide to Competency-Based Teacher Education. p.3

...the demonstrated ability to perform to criterion at function and job levels.

Norman R. Dodl. "Selecting Competency Outcomes for Teacher Education" in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973. p.195

COMPETENCY-BASED EDUCATION

1. A system of education which places high emphasis on the specification, learning, and demonstration of those competencies which are of central importance to the effective practicing of a given profession or career.

2. A term used by some to identify the current national movement in "competency-based education and certification." The term has two outstanding advantages:

   a. it encompasses all major educational constituencies; and

   b. it includes all of the professions, e.g., education, law, medicine.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.51

Competency-based education (CBE) is based on the specification or definition of what constitutes competency in a given field. Usually a great deal of research is considered, when available, before competency levels are identified. The way in which the agreed upon level of competency is communicated is through the use of specific behavioral objectives for which criterion levels of performance have been established.

Joe Lars Klingstedt. "Philosophical Basis for Competency-Based Education" as in Competency-Based Education: An Introduction. p.7

COMPETENCY-BASED INSTRUCTION

...a simple straightforward concept with the following central characteristics: (1) specification of learner objectives in behavioral terms; (2) specification of the means for determining whether performance meets the indicated criterion levels;

(3) provision for one or more models of instruction pertinent to the objective, through which the learning activities may take place; (4) public sharing of the objectives, criteria, means of assessment, and alternative activities; (5) assessment of the learning experience in terms of competency criteria; and (6) placement on the learner of the accountability for meeting the criteria.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. pp.5-6

COMPETENCY-BASED LEARNING

...a summary label applied to the ongoing sequence of particular interactions which have been systematically designed to approach and finally to approximate the particular performance standards.

Ronald V. Kidd and Luiz F.S. Natalicio. "Competency-Based Learning: An Analysis of Polyadic Interaction" as in Competency-Based Education: An Introduction. p.31

COMPETENCY-BASED TEACHER EDUCATION

...specifies the competencies to be demonstrated by the student, makes explicit the criteria to be applied in assessing the student's competencies, and holds the student accountable for meeting those criteria.

Wilford A. Weber, et al. A Guide to Competency-Based Teacher Education. p.1

A competency-based teacher education program is a teacher education program in which the competencies to be acquired and demonstrated by the student and the criteria to be applied in assessing the competencies of the student are made explicit and the student is held accountable for meeting those criteria.

Arends, Robert, John A. Maslo, Wilford A. Weber. A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.1

1. A system of teacher education which has its specific purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching. Presumably, each competency attained by the preservice teacher is related to student learning and can be assessed by the following criteria of competence:

   a. knowledge criteria that assess the cognitive understandings of the teacher education student;

   b. performance criteria that assess specific teaching behaviors; and

   c. product criteria that assess the teacher's ability to examine and assess the achievement of his or her pupils.

2. Any teacher education program having the following characteristics:

   a. Competencies (knowledge, skills, behaviors) to be demonstrated by the student which are:

      1) derived from explicit conceptions of teacher roles,

      2) stated so as to make possible assessment of a student's behavior in relation to specific competencies, and

      3) made public in advance.

   b. Criteria (to be employed in assessing competencies) are:

      1) based upon, and in harmony with, specified competencies,

      2) explicit in stating expected levels of mastery under specific conditions, and

      3) made public in advance.

   c. Assessment of the student's competency

      1) uses his performance as the primary source of evidence;

      2) takes into account evidence of the student's knowledge relevant to planning for, analyzing, interpreting, or

evaluating situations or behavior; and

3) strives for objectivity.

d. The student's rate of progress through the program is determined by demonstrated competency rather than by time or course completed.

e. The instructional program is intended to facilitate development and evaluation of the student's achievement of specified competencies.

Allen Schmieder. Competency-Based Education: The State of the Scene. pp. 52-53

COMPETENT

"Designate the level of ability - the level of competency - which a graduate of a CBTE program is expected to have demonstrated:"

Wilford A. Weber et al. A Guide to Competency-Based Teacher Education. p.3

A descriptive label one applies to an interaction when it has approximated the standard or the behavioral criterion.

Richard V. Kidd and Luiz F. S. Natalicio. "Competency-Based Learning: An Analysis of Polyadic Interaction" as in Competency-Based Education: An Introduction. p.31

COMPONENTS

...the working parts of a system and are dictated by the processes required in order to achieve the purposes of a system. That is, they are the resources that interact to create processes designed to achieve the system purpose. In a teacher education program, components include instructors, instructional hardware and software, and educational facilities."

Walt LeBaron. "A Systems Analysis and Teacher Education." as in Competency-Based Teacher Education: Problems and Prospects for the Decades Ahead. edited M. Vere De Vault, Dan W. Andersen, George E. Dickson. Berkley, California: McCutchan Publishing Corporation, 1973. p.21

A teacher education program component is - depending upon the program structure favored - a group of related modules or a group of related module clusters which compliment each other and form the basis for what might be called courses in traditional programs.

Robert Arends, et al. Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.1

COMPREHENSIVE EDUCATIONAL PLAN

1. A detailed description of a proposed educational program consisting of all its systems, subsystems, and components accompanied by an explanation of its mission goals, and objectives - a required approach for almost all United States Office of Education programs.

2. A plan which considers the broadest possible range of variables in development of an educational program.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.53

CONFIRMATORY MECHANISMS

Cybernetic feedback instrumentalities which utilize measurable dat to provide continuous verification of the relative effectiveness of different components or activities in comprehensive educational systems. These mechanisms provide the continual feedback information necessary to make appropriate adjustments to program components and provide a basis for determining the extent to which the criteria for accountability have been satisfied.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.53

CONSEQUENCE OBJECTIVES

...[are] expressed in terms of the results of the learner's actions. In teacher education, such objectives usually are expressed in terms of the accomplishments of the students under the direction of the teacher trainer.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.6

CONSORTIUM

An organizational instrumentality, usually informal, which facilitates cooperation, e.g., among colleges and universities, professional organizations, the community, and the schools. The consortium provides a means for engaging the full resources of federal, state, and local educational agencies, and business and community interests in improving education.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.53

COST BENEFITS

The specific benefits or achievements that result from specific program expeditures. As with "cost effectiveness," in educational planning and development, increasing emphasis is being placed upon comparing a range of program strategies regarding the kinds of incomes that can be reliably estimated to occur as a result of certain specific monetary inputs.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.53

COST EFFECTIVENESS

Analyses designed to measure the extent to which resources allocated to a specific objective under each of several alternatives, actually contribute to accomplishing that objective, so that different ways of gaining the objective may be compared.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.54

CRITERION REFERENCED ASSESSMENT

...an evaluation procedure which allows for a determination of whether or not a student has achieved an objective at the criterion level specified.

Wilford A. Weber, et al. A Guide to Competency-Based Teacher Education. p.23

...are designed to assess an individual's attainment of desired performance of objectives which have been stated in behavioral terms. The standard to which an individual's performance is compared is the behavior as specified by the objective.

Richard C. Cox. "Confusion Between Norm-Referenced and Criterion-Referenced Measurement" in Phi Delta Kappan, Volume LV, No. 5, January 1974. p.319

DELIVERY SYSTEM

A means, vehicle, or system which facilitates the rapid and effective introduction of validated research products into the mainstream of the American educational system. Any systematic arrangement for disseminating educational products to the client. Teacher centers, workshops, institutes, conferences, and publications can be vehicles for delivery of new ideas, techniques, and materials to the educational consumer.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.54

DISCREPANCY EVALUATION

...a method of assessing the gap between explicit promise and systematically assessed performance of a set of activities. The discrepancy between stated goals or expected outcomes and actual results is a measure of the effectiveness of program activities and is a way of pinpointing the areas of both strength and weakness in program design.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.54

EDUCATIONAL RENEWAL

The improvement of existing educational systems from within. Efforts at federal, state, and local levels to improve existing educational systems through comprehensive reform programs which are planned, developed, implemented, and evaluated by those who will be most affected by the reforms. Although outside resources could and generally would be utilized to supplement local resources, the major focus of educational renewal programs would be upon finding more effective ways of using already existing resources. High priority would be given to the application of educational systems approaches, including comprehensive long-range planning, continuous needs assessment, targeted programming and feedback, and evaluation mechanisms.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.54

ELEMENTARY MODELS (COMPREHENSIVE ELEMENTARY TEACHER PREPARATION MODELS)

Designs and specifications for some alternative, systematic, educational programs for elementary school teachers. Ten such models were designed and given initial feasibility tests during 1968 and 1969 with funding from the National Center for Educational Research and Development (NCERD) of the Office of Education. These models focus on institutional realignments, comprehensive planning, training for specific competencies, field-centered training activity,

modularized and personalized training programs, a merger of pre- and in-service training, the use of systematic management techniques, and an emphasis on cost effectiveness. Each project includes exemplary competency-based teacher education programs for preparing teachers, with detailed specifications for the teaching competency to be acquired and for each of the numerous related subsystems and components of the proposed programs. Specifications for these models and feasibility studies are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.55

EMPATHY COMPETENCE

...the ability of a teacher to genuinely consider, as a first priority, the rights, feelings and achievements of the individual student, in all teaching activities.

P.G. Halamandaris and A. John Loughton. "Empathy Competence: A Search for New Direction in Canadian Teacher Education" in Competency-Based Education: An Introduction. p.37

ENABLING COMPETENCIES

...include knowledge of subject matter, philosophic and sociological rationales, skills in attacking and solving problems, decision-making, understanding-making, understanding of oneself, and knowledge of the teaching process.

Gilbert F. Shearron and Charles E. Johnson. "A CBTE Program in Action: University of Georgia" in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973. p.188

ENABLING OBJECTIVES

...objectives which describe those knowledges, skills, and attitudes which a learner must attain at some intermediate point if he is to acquire the terminal objective.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.62

EVALUATION — The systematic generation of statistical, descriptive, and analytical information on program (project) activities. Evaluation facilitates decision-making in a specific context within a given time frame.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.55

EXPECTED OUTCOMES — Intended behavioral changes as opposed to unintended changes. When applied to human behavior, expected outcomes must be considered jointly with unexpected outcomes, both of which follow the implementation of a system may be expressed as goals and objectives. "Goals" tend to be used for larger, generic concerns behavioral intervention. That which one hopes to achieve through and "objectives" for more precise delineation of expectations.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.58

EXPLORATORY OBJECTIVES — ..also called experience or expressive objectives, do not fit fully within the category of behavioral objectives because they lack a definition of desired outcomes. These objectives specify activities that hold promise for significant learning; they require the learner to experience the specified activity.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.7

EXPRESSIVE OBJECTIVES — An expressive objective is a statement which specifies an event a student is to experience.

Robert Arends, et al. A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.2

FEEDBACK — A way of giving help; a corrective mechanism for learning how well behavior matches intentions. Some criteria for useful feedback are:

1. It is solicited rather than imposed. Feedback is most useful when the receiver has formulated the kind of question that those observing him can answer.

2. It is descriptive rather than evaluative. By describing one's own reaction, it leaves the individual free to use it or to not use it as he sees fit. By avoiding evaluative language, it reduces the need for the individual to react defensively.

3. It is specific rather than general. To be told that one is "dominating" will probably not be as useful as saying something like "just now when we are deciding the issue upon you did not listen to what others said, and I felt forced to accept your arguments or face attack from you."

4. It is directed toward behavior which the receiver can do something about. Frustration is only increased when a person is reminded of some shortcoming over which he has no control.

5. It is checked to insure clear communication. One way of doing this is to have the receiver try to rephrase the feedback he has received to see if it corresponds to what the sender has in mind.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.57

FEEDBACK LOOP MECHANISM

Process built into programs to provide systematic and regular feedback regarding quality and effectiveness. Such processes not only provide an opportunity for all program participants to have an ongoing input into program development, but also provide the data base that is necessary to make regular adjustments in program strategies and operations.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.57

FORMATIVE EVALUATION

...the ongoing assessment of the efficacy of a program during its development and implementation in terms of the degree of accomplishment of prestated goals and objectives. The observation, analysis, and interpretation of indicators of progress toward

specified program objectives provide the justification and direction for revision of programs while still in their developmental phase. The consequence of formative evaluation is a better product or program in a shorter time.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.55

GENERIC COMPETENCIES

...those competencies generally applicable to all teachers, they are readily observable and include both the performance of teaching tasks and affective behavior.

Gilbert F. Shearron and Charles E. Johnson. "A CBTE Program in Action: University of Georgia" in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973. p.188

GOAL

A statement in broad, descriptive terms of the desire and expectations of the desires and expectations of the developer and/or consumers of an educational program.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.57

HARDWARE

...machines, space, media equipment.

J. Bruce Burke. "Curriculum Design" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.53

INDIVIDUALIZED INSTRUCTION

Instructional activities designed to attend to expressed needs of the individual learner, taking into account each learner's accumulated knowledge, skills, and attitudes, his potential and his rate of learning. Programmed materials are often appropriate for individualized instruction.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.57

INSTRUCTIONAL ACTIVITIES

Instructional activities are learning experiences which are made available to a student with the intent that they would facilitate that student's mastery of an objective or set of objectives.

Robert Arends, et al. A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.2

INSTRUCTIONAL MODULES

...a set of learning activities to facilitate the learner's acquisition and demonstration of a particular competency or particular competencies.

James M. Cooper and Wilford A. Weber. "A Competency-Based Systems Approach to Teacher Education" in Competency-Based Teacher Education: A Systems Approach to Program Design. p.17

A package of integrated materials or an identifiable and related set or sequence of learning activities which provides systematic guidance through a particular learning experience or specific program. Competency-based educational programs generally base their instructional content on modules. Modules are of many shapes and styles and may require activities ranging in time from less than an hour to a year or more. Typically, modules include rationale, prerequisites, objectives, strategies, resources, and criteria tests. The use of modules allows a much greater variety of experiences than standard "courses" and provides a far better basis for personalized instruction.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.59

An instructional module is a set of learning activities (objective, prerequisite, pre-assessment, instructional activities, post-assessment, and remediation) intended to facilitate the student's acquisition and demonstration of a particular competency.

Robert Arends, et al. A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.1

INSTRUCTIONAL OBJECTIVES

...those purposes and expected outcomes that guide the learning activities.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.62

An instructional objective is a statement whcih specifies a competency a student is to acquire and demonstrate.

Robert Arends, et al. A Handbook for the Development of Instructional Modules for Competency-Based Teacher Education Programs. p.9.2

INTEGRATING MATERIALS

Packaged sets of instructions and suggestions known to be effective in enabling prospective teachers to demonstrate their ability to bring about desired learning outcomes in pupils, develop a particular curriculum segment, design a particular evaluation scheme, or perform other tasks related to learning and teaching. Outcomes of this kind are always situation-specific, e.g., the realization of pupil outcomes always pertains to a specific outcome, or set of outcomes, for a specific child, or set of children, under a specific set of learning conditions; and the development of curriculum always pertains to the statement of goals, objectives, learning experiences, and the like for a specific body of knowledge for specific sets of learning conditions.

Practice and corrective feedback are critical to the development of such competencies, and a large proportion of the "packaged" integrating materials describe strategies and suggestions relative to the pursuit of such activities.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.58

LEARNING ACTIVITY PACKAGE (LAP)

A learning package which takes into account rationale, objectives, resources, evaluation and a physical and emotional setting in which learning is to take place.

Teacher Education Developmental Service

MANAGEMENT BY OBJECTIVES (MBO)

The directing of planning and implementation operations on the basis of the philosophy, strategies, and outcomes specified explicitly in prestated objectives of an organization. An educational program managed by objectives demands, for example, that instruction be carried out on the basis of explicit and coordinated sets of objectives.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.58

MICRO-TEACHING

A relatively new approach to teacher training, a combination of a conceptual system for identifying precisely specified teaching skills with the use of video-tape feed-back to facilitate growth in these teaching skills. Generally organized around small groups of students, micro-teaching gives high emphasis to learner involvement and regular and rapid feed-back from peers and supervisors. The approach is central to the mini-course programs developed at the Far West Regional Educational Laboratory.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.58

Micro-teaching is a training concept that can be applied at various pre-service and in-service stages in the professional development of teachers. Micro-teaching provides teachers with a practice setting for instruction in which the normal complexities of the classroom are reduced and in which the teacher receives a great deal of feed-back on his performance. To minimize the complexities of the normal teaching encounter, several dimensions are limited. The length of the lesson is reduced. The scope of the lesson is narrowed. In micro-teaching, the teacher instructs only a few students instead of the normal 25 or 30.

Dwight Allen and Kevin Ryan. Micro-teaching. pp.1-2

MODULE

An instructional resource package designed to meet a single, discrete behavioral objective containing the following parts:
a) reference system to a larger structure b) title
c) rationale d) behavioral objective e) pre-requisites
f) pre-assessment g) learning activities h) post-assessment
i) remediation.

...includes a set of activities intended to facilitate the learner's achievement of a specific objective or set of objectives. It is a relatively self-contained unit, designed for a specific purpose, and is a part of a broader, more comprehensive instructional system.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.10

MODULE CLUSTER

A teacher education program module cluster is a group of related modules in programs which favor a one objective-one module program structure.

Robert Arends, et al. A Handbook for the Development of Instructional Modules for Competency-Based Teacher Education Programs. p.9.2

MULTI-STATE CONSORTIUM ON PERFORMANCE-BASED TEACHER EDUCATION

(Theodore Andrews, Director, Division of Teacher Education and Certification, New York State Department of Education, 99 Washington Avenue, Albany, New York)

A consortium of eight states in the fore of the competency-based education movement which is concerned with the implications of CBE for state certification and training programs, with interstate sharing of information, materials and personnel, and with helping member states to develop management systems for the development and use of performance-based approaches to teacher education and teacher certification.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.59

NATIONAL COMMISSION ON PERFORMANCE-BASED EDUCATION

(Frederick McDonald, Director, Educational Testing Service, Princeton, New Jersey.)

A national commission of educational leaders concerned with (1) a continual and comprehensive analysis of the national CBE

situation, with (2) the major problems of research and development, and with (3) the development of basic materials of instruction and assessment-evaluation.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.60

NATIONAL CONSORTIUM OF COMPETENCY-BASED EDUCATION CENTERS

A consortium of the directors of the Elementary Education Models developed under a grant from the National Center for Competency-Based Education, Norman Dodl, Director, Florida State University, Tallahasse, Florida. The group is currently focusing on problems of model development, on developing development of a "National Model of CBE", on providing consultant services for leadership training and on developmental assistance.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.61

NEEDS ASSESSMENT

A process - usually a collaborative effort of all the educational constituencies - to examine the gap between specific goals and an existing situation. The evaluative program is essentially one of identifying the felt needs of students, of the community, and of society and assessing the degree to which those needs are being met by the current efforts or accomplishments of the educational system. On the basis of this assessment, the decision-maker is able to select those problems areas which most need attention or modification and to design possible means of satisfying those needs. One example of a Needs Assessment Model is that devised by the Houston Teacher Center:

1. Determine that a needs assessment will be conducted.
2. Identify the assessment leadership, the target area, and the referent groups.
3. Conduct training for the model leadership.
4. Implement the model to assess programmatic needs and establish priorities within those needs.
5. Determine discrepancies between priorities and actual outcomes of present existing efforts.

6. Utilize the data on priorities and discrepancies to identify needed program thrusts.

7. Identify teacher competencies which need strenghtening.

8. Relate teacher competency needs with identified program thrusts.

9. Establish teacher training experiences based on the priority needs, program thrusts, and needed teacher competencies.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.61

NORM-REFERENCED ASSESSMENT

...an evaluation procedure which places the performance of the student on a relative scale which compares his performance with that of others.

Wilford A. Weber, et al. A Guide to Competency-Based Teacher Education. p.23

OBJECTIVE

An objective is an intent communicated by a statement describing a proposed change in a learner - a statement of what the learner is to be like when he has successfully completed a learning experience. It is a description of a pattern of behavior (performance) we want the learner to be able to demonstrate.

Robert Mager. Preparing Instructional Objectives. p.3

...a statement of proposed change.

Ivor K. Davies. Competency-Based Learning: Technology, Management, Design. p.72

...explicit statements of the criteria to be met by the learner as a sign of successful completion of the learning activities. In a competency-based teacher education program, the objectives are explicit statements of the abilities required by an effective teacher.

Richard W. Burns. "The Central Notion: Explicit Objectives" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.17

...descriptions, in behavioral terms, of what the learner is to be able to do at the end of any instructional period.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. p.42

Objectives (1) are a written, public record of what is to be learned, (2) serve to communicate to the learner what he is to be able to do at the end of the instructional period, (3) serve to help select appropriate instructional activities, and, (4) serve to help select valid evaluation activities.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. p.47

OPEN OBJECTIVES An open objective does allow for response variation on the part of learners.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. p.45

PARITY

Collaborative, mutual, deliverative decision-making, and planning on the part of those giving and receiving services and shared decision-making with equivalent respect to all input. The relationship of parties to an expertise, perspectives, and needs of each of the parties, is a means of making decisions for the common good. In educational programs, a parity relationship typically involves school, community, and university, as well as other special interests, in policy-making and management.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.63

Parity exists when each of the agencies in a consortium (colleges, school organizations, professional associations, and community) have an equal voice in the overall planning, policy formation,

assignment of agency responsibilities, inter-agency coordination, evaluation of programs, and the hearings of individuals or institutional appeals.

Allen A. Schmieder and Stephen Holowenzak. "Consortia" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.95

PBTE — (see PERFORMANCE-BASED TEACHER EDUCATION)

PERFORMANCE-BASED TEACHER EDUCATION — A teacher education program where the learning outcomes and the indicators acceptable as evidence of the realization of these outcomes, specified and made public. (This type of program is sometimes used as the basis for certification of new teachers.) Learning outcomes may be evidenced at:

1. The knowledge level (the result of interacting with "protocol" materials).
2. The skill level (the result of interacting with "training" materials).
3. The output level (the result of interacting with "integrating" materials).
4. The performance level (the behavior of the teacher).
5. The consequence level (the behavior of pupils).

Allen Schmieder. Competency-Based Education: The State of the Scene. p.63

PERFORMANCE CRITERIA — Standard for measuring evidence of achievement. In answering the question, "What is a professional teacher?", it is important to find acceptable evidence of successful performance by a teacher. Examples of such criteria are those set forth by Richard Turner of Indiana University:

> Criterion Level 6 is concerned with the effects of a training program on improvements in teacher knowledges and understanding. Criterion Levels 5 and 4 are concerned with the effects

of teacher training on improvement in pedagogic skills under laboratory or simplified training conditions. Criterion Level 3 addresses itself to the effects of training on a teacher's behavior under actual classroom conditions. The concept of pupil change as a criterion of teacher effectiveness is introduced at Criterion Levels 2 and 1. Criterion Level 2 is concerned with changes in pupil behavior that can be effected in a relatively short time period (one to two weeks) under actual classroom conditions. Criterion Level 1 is concerned with the long-range effects of teacher behavior on changes in pupil achievement and well-being.

There are fundamental differences between Criterion Levels 6 through 3 and Criterion Levels 2 and 1. Criterion Levels 6 through 3 focus directly on the impact of training on teacher behavior. Criterion Levels 2 and 1 are concerned with both the effects of training programs on teacher behavior and with the effects of teacher behavior on pupil performance.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.64

PERFORMANCE EFFECTIVENESS RATE TRACK (PERT CHART)

A PERT chart which diagramatically outlines the tasks to be undertaken in a given project or program, sets an expected rate of accomplishment for those tasks, and tracks the sequence of the task activities. The time span for each task is estimated and then the time total for all tasks is computed in order to predict minimum and maximum completion rates.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.64

PERFORMANCE OBJECTIVES

...the specification of objectives in terms of specific behaviors to be attained by the learners or teachers and the measures and means for assessing the degree of accomplishment of these predetermined standards.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.49

...require the learner to demonstrate an ability actually to perform some activity. He must not only know what should be done, but must demonstrate his ability to do it.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.6

PERFORMANCE STANDARDS

The criteria in behavioral terms by which actions are judged to be effective or ineffective in meeting intended outcomes.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.64

PERSONALIZED INSTRUCTION

Instruction which is designed to meet the specific needs of learners. Education is personalized when assessment, objectives, strategies, and evaluation are planned with the learners and tailored to the learner's individual needs, level, rate, values, and choices. Although personalized learning experiences most often occur in individualized or small group situations, they may take place within large groups - as long as the above criteria applies.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.64

PORTAL SCHOOL

...a working relationship between a group of schools within a school system and the university to train teachers and to improve educational opportunities for the pupils who attend.

Gilbert F. Shearron and Charles E. Johnson. "A CBTE Program in Action: University of Georgia" as in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973 p. 191

POST ASSESSMENT

Post assessment procedures are measuring processes which are used to determine the student's level of mastery relevant to a specified objective or set of objectives following instruction intended to facilitate his achievement of mastery.

Robert Arends, et al. A Handbood for the Development of Instructional Modules for Competency-Based Teacher Education Programs. p.9.2

...measures competency in meeting the module objectives. Successful performance on a post-assessment signals completion of the module.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.10

PPBS (PLANNING, PROGRAMMING, BUDGETING SYSTEMS)

...like PBTE, PPBS starts with the identification of goals and objectives. As a next step, alternative programs to achieve the objectives are formulated. Budgets are derived from the programs, using the most efficient means for achieving objectives. Programs are monitored to detect discrepancies between expected and actual outcomes, and corrective actions are taken. The impact of the approach is to ensure that programs and activities are initiated only if they are perceived as likely to work and are continued only as long as they do acheive their objectives.

Robert Howsam. "Management of PBTE Programs" as in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973. p.215

PRE-ASSESSMENT

Pre-assessment procedures are measuring processes which are used to determine the student's level of mastery relevant to a specified objective or set of objectives prior to instruction relevant to those objectives.

Robert Arends, et al. A Handbook for the Development of Instructional Modules for Competency-Based Teacher Education Programs. p.9.2

...tests the learner's competence in selected pre-requisites and evaluates his present competence in meeting the objectives of the module.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.10

PRE-REQUISITES — Pre-requisites are those competencies a student is expected to demonstrate prior to his beginning to work on a particular instructional module.

Robert Arends, et al. A Handbook for the Development of Instructional Modules for Competency-Based Teacher Education Programs. p.9.2

PROCESS EVALUATION — ...a procedure of assessing means. Generally, evaluation calls for the measurement of performance against the standard or level specified in the objectives. Process evaluation assesses the effectiveness of the processes undertaken in achieving objectives. Most evaluation of national education programs in recent years has been of this type.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.55

PRODUCT EVALUATION — ...product or impact evaluation assessing the capability of a product to bring about intended changes specified by the goals (objectives) of product use. The increasing demands for greater accountability in education programs have generally called for more of this type of evaluation.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.56

PROGRAM PLANNING AND BUDGETING SYSTEM (PPBS) — A structured procedure for determining policy in the allocation of resources for accomplishment of priority programs. It emphasizes long-range planning, analytic evaluative tools, and economic rationality in the setting of goals and objectives and in the determination of programs.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.64

PROTOCOL MATERIALS — Reproductions (visual, auditory, or printed) of behavior that portray concepts in teaching and learning. The immediate purpose of protocol production is to provide the raw materials or data for interpretation of classroom behaviors. The ultimate purpose is to facilitate the development of interpretative competencies in teachers. Such competencies include:

1. The ability to demonstrate a functional knowledge of some psychological, philosophical, and sociological concepts that are relevant to the teacher's work.

2. The ability to interpret behavior situations in terms of significant educational concepts.

3. The ability to use interpretations to formulate alternative plans for teaching and other activities such as conferences with parents and interaction with administrators.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.65

PUPIL GAIN MEASURES

Used more and more as ultimate criteria of effectiveness of any process or program of teacher education.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.65

RATIONALE

...a clear statement explaining the importance and relevance of the objectives to be achieved.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.10

...a statement affixed to the beginning of each module, cluster of modules, and component of a competency-based program which relates and justifies each separate part to the whole in terms of a consistent philosophy and the relationships among the separate parts to the values and objectives of the program.

C. Michael Darcy
Education Developmental Service

REMEDIATION

Remediation procedures are instructional activities which are intended to assist the student who has failed to demonstrate mastery of a particular competence - as indicated through post-assessment results - to acquire mastery.

Robert Arends, et al. A Handbook for the Development of Instructional Modules in Competency-Based Teacher Education Programs. p.9.2

RESOURCE ASSESSMENT

1. An assessment of the total range of resources available to a particular area for meeting a specific, usually high priority, educational need.

2. The process by which the variables of instructional support are diagnosed, interpreted, and prescribed to meet specific learning objectives.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.65

SOFTWARE

Instructional systems and processes, curriculum, written or printed educational materials, guides, books, tests, worksheets. They may stand alone as learning packages or units or they may be accompanied by media or other hardware. (see also HARDWARE)

Allen Schmieder. Competency-Based Education: The State of the Scene. p.65

...the essential programs that are to be implemented by the hardware.

J. Bruce Burke. "Curriculum Design" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.53

STRATEGY

A deliberate plan of action characterized by rational planning, for achieving an objective or set of objectives.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.66

SUMMATIVE EVALUATION

...the assessment of final product and process effectiveness in terms of degree of attainment of prespecified program goals and objectives.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.56

SYSTEMS ANALYSIS

...an orderly process for (1) defining and describing a universe of interest and the significant factors and their interrelationships within that universe, and (2) determining what changes in the universe will cause a desired effect.

Walt Le Baron. "Systems Analysis and Teacher Education" as in Competency-Based Teacher Education: Problems and Prospects for the Decades Ahead. p.16

TAXONOMY

A hierarchically ordered classification system. Such conceptual schemes are useful for arranging and selecting priorities, for specifying objectives, and for evaluating programs and practices. Familiar to educators is the Taxonomy of Educational Objectives by Bloom, Krathwohl, and others.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.66

TEACH

...basic sense "to show, demonstrate". 1. to show how to do something; give instructions to; train; 2. to give lessons to 3. to give lessons in (a subject); hold classes in 4. to provide with knowledge, insight...the basic, inclusive word for the imparting of knowledge or skills and usually connotes some individual attention to the learner.

Webster's Dictionary of the American Language: College Edition. p.1495

TEACHER

...a classroom practitioner working with children or youth.

Margaret Lindsey. "Performance-Based Teacher Education: Examination of a Slogan" as in Journal of Teacher Education, Volume XXIV, Number 3. Fall 1973 p. 181

TEACHER CENTER

1. A place where teachers share teaching experiences, have access to a wide range of instructional resources, and are trained in specific instructional competencies.

2. One of a large group of centers which represent overall a a great variety of purposes. Each individual center, however, has a specific emphasis contributing to the improvement of inservice teachers, e.g., performance-based programs, training of teaching interns, coordination for area educational cooperative, etc.

3. In the proposed Educational Renewal Program, the management mechanism for carrying out the Comprehensive Educational Plan.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.66

TEACHER EDUCATION

...the total initial and continuing education of teachers.

Margaret Lindsey. "Performance-Based Teacher Education: Examination of a Slogan" as in Journal of Teacher Education, Volume XXIV, Number 3, Fall 1973. p.181

...may be:

1. the total preservice education leading to teacher certification including professional and liberal arts education.

2. that portion of a teacher's education which relates to his professional studies, both pre- and in-service.

3. that portion of a teacher's preparation conducted by institutes of higher education.

C. Michael Darcy
Teacher Education Developmental Service

...the vehicle for preparing those who wish to practice in the teaching profession. As in all professions this preparation involves on the one hand the acquisition of knowledge and the

ability to apply it, and on the other the development of the needed repertoire of critical behaviors and skills.

Robert B. Howsam and W. Robert Houston. "Change and Challenge" as in Competency-Based Teacher Education: Progress, Problems, and Prospects. p.6

TEACHER EDUCATION DEVELOPMENTAL SERVICE

A cooperative effort of the State University of New York at Albany and the New York State Education Department, funded through Teacher Corps Office of Education, Washington, D.C. to assist institutions move toward competence-based teacher education programs.

Teacher Education Developmental Service

TEACHER EDUCATION MODEL

An integrated set of program design specifications that establish boundaries or parameters for the structure, function, content, and operation of a teacher education program. A model is not an operational program; it simply provides a framework within which operational programs can be created. Fact, theory, and accumulated wisdom dictate the substance or content of model-based programs and because different people have access to, or accept different sets of facts, theories, and accumulated stores of wisdom, model-based programs vary in their substance. All model-based programs, nevertheless, share the basic parameters established by the model on which they rest.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.66

TEACHER PERFORMANCE

All the things which a teacher does in the classroom to produce intended changes in learner behavior. The more important aspects of teacher performance include:

1. teacher's ability to control his own behavior;
2. the effect of teaching behavior on pupil attitudes and feeling; and
3. the effect of teaching behavior on what youngsters learn cognitively and how they learn it.

Allen Schmieder. Competency-Based Education: The State of the Scene. p. 67

[illegible] knowledge and teaching skill, [illegible] ...ities, involving many specific items of knowledge, and usually involving several specific skills.

C. Michael Darcy
Teacher Education Developmental Service

TEACHING

...a process by which teacher and students create a shared environment including sets of values and beliefs (agreements about what is important) which in turn color their view of reality.

Bruce Joyce and Marsha Weil. Models of Teaching. p.3

TERMINAL BEHAVIOR OBJECTIVES

Objectives which state what the learner is to be able to do at the end of instruction. They specify the standard levels of performance in behavioral terms.

Allen Schmieder. Competency-Based Education: The State of the [illegible]. p.62

...a straightforward, written statement expressed from [illegible]rner's point of view describing the exact behavior (and the co[illegible]s under which the behavior will operate) the learner is to [illegible]bit at the end of a period of instruction.

Richard W. Burns. "Behavioral Objectives for Competency-Based Education" as in Competency-Based Education: An Introduction. p.43

TRAINING MATERIALS

"Packaged" and thereby sharable or distributable learning experiences that have a known degree of reliability in getting a learner to execute a particular skill or set of related skills at a stated performance level. The demonstration context may be simulated (for example, a micro-teaching situation), or it may be a real-life situation. In either case, practice and corrective feedback, two essential elements in skill training, must be provided.

Those aspects of training materials that deal with the practice and corrective feedback will assure the form of instructions and

suggestions rather than substantive materials with which to interact.

Allen Schmieder. Competency-Based Education: The State of the Scene. p.67

WILKIT (WEBER INDIVIDUALIZED LEARNING KIT)

(Weber [State College] Individualized Learning Kits)

A WILKIT contains: 1) 3 to 10 behavioral objectives which correspond to teacher competencies, 2) sets of varied learning experiences selected or designed to facilitate achievement of objectives by the teacher education student, 3) pre-assessment and self-assessment exercises where they were deemed to be appropriate, and 4) description of a proficiency assessment based upon the objectives.

Reese Parker. "Weber State College Evaluates IPTE After Three Years" in Phi Delta Kappan, Volume LV, Number 5, January 1974. p.320

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